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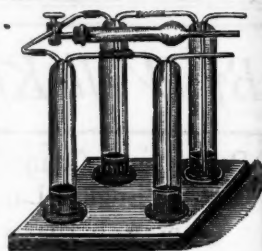
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A Weekly Journal of Education.

Vol. LX.

For the Week Ending January, 13.

No. 2

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And It Is Coming to Pass.

By SUPT. J. M. GREENWOOD, Kansas City, Mo.

"But we must trample under foot this foolish vanity."

—MONTAIGNE.

Here it is at last, and now we are up against it, using the classic language of our brave soldier boys in the Orient. The "what is it?" is upon us, and unless something is done speedily, the rout is fast rushing into a panic. Many beheld in imagination one winter afternoon a great conflagration at Richmond, Virginia, of spelling-books, heaped higher than the magnificent trees in Hollywood cemetery, and the flames, assuming the rosy tints of the destroyer's cheeks, mounted higher and higher till they nearly licked the clouds in the face. It would have been the height of folly to protest! Rome had burnt, and so must the light of the spelling-book go up in the smoke. Anathematized, and then destroyed, and the few not convinced of the righteousness of the conflagration were pulverized into silence. So ended the drama,—unended. But as that curtain rang down, another came up.

For ten years the cry has been "On to the child!" He must be tried in the scientific crucible. He must be studied by day and by night. He is supposed to have all the latent qualities of the soul,—to love, to hate, to be jealous, to be revengeful, to woo, to win, to do, in short and in full, all that other and nobler animals are capable of doing, or in manifesting their likes or their dislikes. Yes, scientific observation and classification have shown wonderful phenomena connected with the child. In school he does not get his lessons well on Mondays, because he had too much pie on Saturdays and Sundays; can not work so well at nine A. M., as at 12 M., because he is not comfortably settled in his seat. At all hours, he does not spell well, because his spelling-book has been burnt, lost, strayed or stolen. He becomes weak at 10:45 A. M., because deprived of recess, which any one ought to know is a vicious practice. It is said that he cannot read, because he was going to get his reading by listening to stories told by his teachers and other benevolent persons who pretend to believe that all work must be play.

In the same line is that forgotten necessity, the multiplication table which was "to be done," not learned, and school life being too short, he had never finished doing it, and he gave the job up when he started to the high school to enrich his mind. He was never able to resume or even repair this break in his arithmetical information, and it went the way of many other things he has need of daily.

As to English grammar, that was to be learned from use and abuse—not something to be studied to sharpen his wits and to quicken his reason.

The Child's Part.

Whether a child can become educated without studying and studying hard, is not a debatable question, and the easy educational experimenters have carried this idea so far that even the persons who usually have nothing to say, are beginning to speak out in many localities more emphatically than rhetorically. They see clearly enough that some things must be learned by the child as well as by the grown person, and altho the task may not always be pleasing to the feelings, nevertheless it must be done.

Right on top of so much nonsense about children's learning by the easy route, has any one the hardihood to pick out a man or woman in the United States known and recognized as a scholar, no difference in what department or line of thought, who is not now, or has been, a close and persistent student? The person who is not willing to pay the price of an education in work, will never have an education. The so-called educator who holds up before children and young men and young women that they may become educated without hard and continuous work is a fraud, I care not what is the color of his hair. It takes hard thinking and hard work to master any subject, and he who expects to get hold of any subject must think it out in his own way.

Memory is given to man that he may retain a part of his experiences, and that he may, as he goes thru life, learn certain needful things for every-day use. Unless he remembers certain necessary facts, his usefulness as a member of society is greatly impaired. Accuracy and expertness must go together.

In order to do a few things well many other things must be mastered even in learning a trade, and so it is in becoming educated,—certain acquisitions are necessary before progress is possible. These are the working tools, and it is thru their use as instruments that other and higher acquisitions are made. Things remain at a standstill till one is skilled in the use of the tools needed in his trade. Each mechanical trade demands certain tools with which the mechanic may do his work, and so it is in every craft in which men engage. The scholar, real or progressive, must get the mastery of his tools first before he can work with them, and no substitution or anything else will answer his purpose.

Every science imposes certain conditions upon him who would pursue it. History demands a determinate place, positive action, and specific individuals to carry forward certain mass movements of people in order to accomplish results. Occurrences, when, where, how, and for what purpose, with all the complexity of forces active and passive residing in the inner and the outer life of a nation,—have an intrinsic value. These are things to be handled, separated, traced in light or heavy lines thru the various units composing a nationality. Outside of the construction of the movable plane upon which the actors play their parts, must also be revealed those concealed—but potent forces that make known the motive power behind the throne.

Drudgery a Necessity.

But this presupposes the term-time of preparation. A Bancroft, a Froude, a Parkman, a Gibbon, a Flint, a Motley, and a thousand others, had to go thru the drudgery of learning to read, spell, write, cipher, study grammar and other common branches—a period of apprenticeship, long before they began to write history. It was the severe training that fitted them for such work as in later years made them masters in historical writing, and so with all others.

What can the scientist do without his years of drudgery? He, too, must master a thousand details before he can do anything worthy of record. Tables of weights and measures are used by him at every step. He carries his little hand-books and manuals all the time. He is the cataloger of things in general. His pen is ready to jot down observations at every step. He is the user of a

jargon that is more furious than the mad bulls of Bashan. Look to the botanies, the geologies, the chemistries, the mechanical texts, the mineralogies, the physiologies and the biologies—see what language must do for these scientists—what a load the alphabet is made to carry!

Turning to the ten characters used to represent numbers, ably assisted by the letters of the English and Greek alphabets, and what a duty they must perform for the mathematicians who are the great symbol users of the world. They read more into symbols and out of symbols than any other class.

With this hasty survey, is it any wonder that all real students must study for years to accomplish results? Should one turn to literature, unless it be the mere dabbler who splashes a little on the surface, there is toil everywhere. Read the lives of the great writers, the elegant writers, those whose power of word painting is more beautiful than a dream. See how they worked and struggled with thoughts and words—long and painfully! Man has to work. "*No excellence without great labor,*" is as true now as when it was first spoken. It is as old as the race; as broad as humanity, and as fixed as the stars.

Aspects of Current Educational Thought.

By Supt. THOMAS M. BALLIET, Springfield, Mass.

Educational thought has been profoundly modified by a number of more or less recent discoveries in biology, physiology, and psychology. It has gained a new outlook upon many of its problems from the study of them in the light of evolution; and it has been materially broadened by the recognition of industrial, economic, and social conditions as determinative factors in the solution of educational questions.

The discovery of the functions of the brain and their localization has thrown considerable light on several problems of the highest importance. It has shown that the human brain cannot be treated in education as a whole but that it is an organ whose functions are highly differentiated, and that education must take account of this fact. It has demonstrated that there is a sensory area, a motor area, and an area not yet definitely made out, which forms the physical basis of the associative processes. In the sensory area there is a visual center, an auditory center, and a center for each of the other senses. Each center can be stimulated only by stimuli from its own sense, and sensation as a conscious process takes place in these centers. The centers after repeated stimulation acquire the power of functioning in the absence of direct stimuli from the senses, and thus form the basis of memory and imagination. Jastrow has shown that persons who become blind before the age of five years never dream of things visible, but that persons who become blinded after the age of seven, in all cases, do. This would seem to indicate that at least seven years of direct stimulation thru the senses are necessary to develop the power in the visual cells of the brain to act automatically, or in response to inward stimuli, as they do in dreams and in the processes of memory and imagination.

Need of Systematic Training.

This emphasizes in the first place, to speak briefly, the urgent necessity of systematic sense training in the early years of childhood. It emphasizes objective methods of instruction over against reading and the study of books wherever possible in primary education.

In the second place, it emphasizes the fact that we have memories and imaginations rather than a memory and an imagination, each center having its own memory and imagination. From which it follows that there is no one study in the curriculum whose chief function is to develop the memory or to cultivate the imagination, but that the processes of memory and of imagination are to be developed, in so far as they are the direct outgrowths of sense activity, by appeals to all the various

sense centers, especially to those of sight, hearing, and motor sense.

The discovery of special language centers has thrown light on the problem of teaching a child to speak, read, and write. It has been proved that the phenomena of aphasia are perceptible to the trained eye of the expert in the normal development of the speech functions in the case of every child. In the adult aphasic these phenomena are due to injury or disease, as a result of which the speech mechanism is no longer able to function; in the case of the child they are due to the fact that this same mechanism is not yet able to function because of lack of development.

Besides the sensory areas there is a distinct area in each half of the brain whose function is to contract the muscles and to co-ordinate the resulting movements. This motor area is subdivided, there being distinct centers for the movements of the different parts of the body such as the head, arms, trunk, and legs. The arm area is again subdivided, and there are distinct portions of it which move the fingers, the wrist, the forearm, and the upper arm.

Bearing on Motor Education.

The bearing of these discoveries on the general problem of motor education, including both physical culture and manual training, is of far-reaching importance.

In the first place they emphasized the effect of physical training on the brain as a physical organ. The motor brain centers, like other bodily organs, need exercise for their growth. The only possible way to stimulate them is by means of voluntary muscular contractions. Some form of physical training is therefore necessary for the healthy growth of these centers. It has been found that when a limb has been amputated in childhood the cells in the brain center controlling that limb remained in quite a rudimentary condition, whilst amputations in case of adults have not had the same effect. In the case of bedridden invalids who had not used their muscles for many years, the entire motor area has been found more or less atrophied and water-logged.

The Motor Sense.

In the second place, psychologists have pretty clearly demonstrated that from muscles, ligaments, and the inner surfaces of joints, there emanate sense-impressions to the brain which are just as real as the impressions received thru the eye, the ear, and the other senses. In a word, there is such a thing as a motor sense which is stimulated by means of muscular contractions and the effects of the resulting movements. These motor sensations develop into motor ideas, just as sensations of color and tone develop into corresponding ideas; and, like the latter, they are recalled in memory and become integral parts of the higher thought processes. These motor ideas are, however, not merely the result of muscular movements, but when developed they control muscular movements, and constitute an integral part of what we denominate "manual skill." Such manual skill, therefore, resides not in the hand but in the brain and the mind, and the fact that it cannot be developed in the idiot is due not to any imperfections of his hand but to the defective character of his brain.

Moreover, one of the most recent generalizations of psychology is that all thought is essentially motor, that the incipient contraction of some muscle or group of muscles is always involved in thinking; or, in other words, that thinking is only repressed action, and that the legitimate end of knowing is doing. It is also a part of the current theory of the will that it has its roots in motor ideas, developed at first thru involuntary muscular contractions, and that in the utter absence of such ideas the power of volition could never develop. A high authority, to emphasize this thought, asserts that if a new born child should be so bandaged as to make all muscular movements impossible and should be kept in that condition, he would inevitably become an idiot. There is considerable ground for the apparently extreme theoretical proposition that

without a muscular system neither intelligence nor will could ever have evolved in the race. Whether these strong statements be strictly borne out by facts or not, there is abundant evidence to show that muscular movements are most intimately related to thought and will.

Moreover, there is a similarly close relation between the power of inhibiting muscular movements and that of self-control in morals. The man who has acquired the power of controlling his muscles is by that fact rendered more capable of governing his passions and desires. The problems of physical and moral education present themselves to the educator in a new light when viewed from the standpoint which these truths furnish. Physical education and manual training reach deeper than muscles and nerves, and they cannot be simply added to the curriculum in a mechanical way but must form an organic part of it. Ethical training cannot be added in a similar mechanical way but must come largely as the result of right training in all other directions. In a word, the organic unity of physical, intellectual, and moral education is recognized to-day as it never was before.

Results from Study of Bodily Growth.

The study of bodily growth of children has thrown some important side lights upon educational problems, and has modified educational theories. It has been found that growth is periodic. There is a period of moderately rapid growth, from about the sixth to the eighth year; this is followed by a period of very slow growth, from the ninth to the twelfth or thirteenth year, and this again is succeeded by a period of very rapid growth, from about the thirteenth to the sixteenth year, this last period coming somewhat earlier in girls than in boys. It has been found that growth thruout the year is also periodic. During the spring and early summer months children seem to grow most in height, during the late summer and autumn months in weight, and during the cold winter months very little in either respect. It is obvious that these facts have a direct bearing on the amount of intellectual work that may safely be demanded of children at different periods of their lives and at different seasons of the year. The mechanical uniformity of our school programs in this respect is unquestionably working injury in our schools.

Growth, moreover, is not uniform thruout the whole body at any one time; or, in other words, not all the bodily organs grow at an equal rate at the same time. Growth seems to focus now upon one organ and then upon another. Thus there is a very rapid period of growth in the case of the brain up to the end of the eighth year, when that organ reaches almost its maximum weight and size, altho there is a slight growth of an exceedingly important kind which continues to the age of thirty, and in some cases, as recent investigations show, extends into the forties. There is a period when the heart grows rapidly, and physical exercises which are very wholesome after this period is passed and the heart has acquired its full power, may be injurious before that time.

Complexity of Physical Training.

The period when an organ can be most effectually developed, and, if need be, modified so as to counteract the effects of unfortunate heredity, is the period of its most rapid growth. From this it follows that the problem of physical training is a more complex one than is now generally recognized. It must have in mind not the body as an organism growing as a whole, but it must have due regard to the periods of growth for the various organs.

Speaking generally, the different parts of the body mature in the order in which they were originally evolved, those which are biologically the oldest maturing first and those which are biologically the most recent, last. The older and fundamental muscles of the trunk and limbs and their nerve centers develop accordingly earlier than the accessory muscles of the hand and the vocal organs and their nerve centers which are the products of quite recent evolution. It is of capital importance in education that fundamental organs be developed before acces-

sories; and a reversal of this order, which is not uncommon even in good schools to-day, proves often exceedingly injurious. The attempt to develop prematurely the muscles of the vocal organs by difficult vocal gymnastics and injudicious phonic exercises is a case in point. It has been shown that stuttering is largely a school-bred disease, and it makes its appearance during the period when children are learning to read. The fundamental muscles of the chest and diaphragm controlling voice and breathing should be developed before the accessories controlling articulation and utterance. In like manner the fundamental muscles of the arm should be developed before the accessory muscles of the hand and fingers and their nerve centers. The fine sewing, weaving, and other manual exercises in our kindergartens is a violation of this principle which has just recently received recognition by teachers and school officials; and the time may come when it will be recognized that writing should be taught at a later period than is done to-day even in the best schools.

It is a well known biological fact that parts of organisms most recently evolved are, even at their full maturity, least stable, can stand the least wear and tear, and are most readily injured by overexertion or disease. This explains why the use of the sewing needle and the pen may develop nervous troubles, whilst a much more prolonged use of the hammer, the ax, or the crowbar would not. In the light of this fact we can appreciate the exceedingly injurious effect of excessive fatigue upon these recent, accessory parts, incident to our premature attempts to develop them.

Pedagogy of Instincts.

It is a well known fact that in the human body are found many rudimentary organs which were functionally active in some of the lower animals but are of no use to man. Of these the pineal gland and the vermiform appendix are perhaps the most familiar examples. Biologists have discovered over one hundred and thirty of them.

It is but reasonable to expect that in the evolution of the human mind there have been transmitted by heredity from our savage ancestors, and even from animal life below man, instincts, feelings, and impulses, which were once necessary for the preservation of the organism but are no longer in the same sense necessary to man.

One of the most familiar of these instincts is that of killing for mere sport in the form of hunting and fishing. This instinct has been inherited from our savage forefathers with whom fishing and hunting were necessary means of maintaining life. The instinct is no longer necessary but remains with us as a rudimentary organ. There is the fighting instinct which was developed by the conditions of prehistoric life.

Besides instincts of this character, there are the feelings towards natural objects and the phenomena of nature which was developed thru the first contact of the savage mind with its environment. There is the instinctive fear of darkness which is so strong in all children; there is the fear of thunder and lightning and storm which remains as an instinctive fear with many persons thru life; there is the fear of animals and of strangers so common in children; and there is the love of the woods and of individual trees. These and many others are no doubt echoes of a distant past, psychic fossils which testify to a life and to conditions of life in a remote antiquity.

Now, it is ancestral instincts, feelings, and impulses such as these that conscious life is largely composed of during its earliest years in the individual child, and it is these elements or ingredients of mind which must be studied if we wish to understand child life and lead it aright either in school or out. What is needed, therefore, to-day above everything else in elementary education is a pedagogy of the instincts.

Transformation of Instincts.

One of the problems of moral education is to transform

these primitive instincts into higher ethical impulses, and so convert them into elements of character. Arrested on their original low plane, they produce abnormal man—the pauper, the tramp, and the criminal. Sin in all its forms is little else than an arrest of ancestral instincts on their primitive plane. The fighting instinct, so strong in every boy at a certain age, if arrested gives us the brute; if crushed, the coward; but transformed it becomes an integral part of moral courage and of that grit and determination which make for strength and force of character. The instinct of acquisition developed thru the struggle of life, if arrested gives us the miser and the thief; if crushed, the pauper; but if transformed produces the man of thrift, industry, enterprise, and self-respect.

(To be continued.)

Developing the Reading Habit.

By E. W. CAVINS, Illinois

The list of 100 children's books published in THE SCHOOL JOURNAL for September 9, was tabulated from the answers of 3,000 school children indicating what kind of reading they like best. This list shows that, of the books preferred, fiction stands 88 per cent. with the girls and 56 per cent. with the boys. These facts are significant; they point out to the teacher the class of books to select to induce children to enjoy their reading lesson, to do additional reading outside of the school room, to build up a reading habit and consequently to learn more rapidly how to get thought from the printed page.

This great preference for fiction is due mainly to its characteristic element of *plot* or *intrigue*. We like to see the affairs woven into a story get into a tangle, and then see them unangle. A point significant above all others, toward which as the plot proceeds the interest focalizes, is found in every true story. There is one central moment up to which everything leads and from which everything takes its issue. Compare a story with a wave of the sea and the culminating point of the story corresponds to the crest of the wave. In "Macbeth" the supreme moment comes with the killing of Duncan. In the "Merchant of Venice" it comes with the judge's verdict in the trial scene. In the "Vicar of Wakefield" when the family is seemingly disgraced, their property all gone, and the old vicar imprisoned for debt.

Connected with the idea of *intrigue* is that of *suspense*. That the interest may increase with the progress of the story, the reader is given hints and bodements of what is coming but kept in suspense. I can not tell whom Macbeth will kill, but he will kill somebody; he is preparing for a desperate deed. Every teacher should be familiar with the elements of plot and suspense, characteristics of works of fiction, and use them as mighty instruments for inducing pupils to read much that they may learn how to do it and get benefit therefrom.

We are not considering the evil that might come from these elements in fiction of low grade and pernicious standard. It is assumed that before a teacher will try to interest pupils in a book she will satisfy herself that it is good literature and has the sanction of educational authorities.

For the classroom, the mere selection of reading material characterized by plot and suspense will enhance the interest and insure better work in the reading lesson; and to induce any considerable amount of reading outside of the classroom with pupils generally, these elements are indispensable to the subject matter.

It is granted of course that every school should have a library. Whether or not the pupils use this wisely and freely depends much upon the influence of the teacher. She may interest her pupils in books, one after another, by telling or reading an attractive portion and *leaving off at a point of supreme interest*. "To be continued" is the bait of journals and newspapers which catches many purchasers for the issue next following. A pupil who has ability and disposition for it may be asked to read a cer-

tain book and at the general exercise period tell the other children of its contents and what he thinks of it. The more the teacher knows of what the books in the library contain and the more she does to inspire and promote interest in them, the more the pupils will read them.

The teacher can do much to encourage the use of the library by talking with the pupils individually and with the school concerning certain books and by prompting pupils who have read them to tell of their contents.

Reading in the Classroom.

The main object in teaching reading is to give the power to look upon the printed page and get the thought with the least possible consciousness of the words. Daniel Webster is said to have possessed to a remarkable degree the ability to look directly thru the printed words and gather, rapidly and accurately, the thought of the author. Such a qualification is invaluable.

Silent reading is the fundamental process. In fact, oral reading is to be considered largely as a means by which the teacher determines whether the pupil has read in the first sense. The purpose of the teacher should be to cause the pupils to have a like mental and spiritual experience to what the author had when he wrote. The "spirit and the understanding" are mainly what determine the reading. They are responsible for emphasis, inflection, quality of voice, etc. When mistakes occur in the expression the attention of the pupil should not be called to them, but the teacher should approach expression from the thought side. Mistakes in expression are mistakes in thinking. Expression must come from within. A pupil must feel what he says if he expresses it well. He makes no mistakes in expression on the playground. Dealing too much with the formal side has been and is the source of the mechanical reading that so abounds in our schools. The form or expression is the incidental and should be kept in the background. The main business of the recitation is to *teach pupils to think*.

Geometry According to Clairaut.

A meeting was held about a year ago at the Edgar-Quinet school in Paris of teachers of mathematics. It was presided over by M. Emile Duclaux, an eminent mathematician, and it arrived at some radical conclusions regarding the teaching of geometry. These conclusions have been embodied in a report of which a synopsis is given in the *Revue Pédagogique*, by A. Robiere.

The report as a whole is a protest against the use in the secondary school of the methods of Euclid. The text-books ordinarily used in the French schools, those of Legendre, Rouché, and Comberousse, all follow Euclid. They are based upon a scheme of pure logic. In a thousand particulars they are pedantic and uselessly subtle. They even tend to develop in the pupils traits of sophistry. There is need of returning to real things. When the pupil grapples with a difficulty, it should be a real difficulty. Half the obstacles of the first book of Euclid are purely imaginary.

It is proposed to return to the methods of teaching geometry which Clairaut advocated more than a century ago. Clairaut, it will be remembered, was a distinguished geometer of the last century. His works in terrestrial and lunar measurements are mathematical classics. He left a text-book of geometry which was for many years extensively used in French schools, but which has of late years been generally discarded in favor of Euclidean books.

Clairaut's geometry is of the sort that the author of *Emile* approved of. "Geometry is not within the reach of children," said Rousseau, "but that is our fault. We do not grasp the fact that their method is not our method, and that what appears to us as the art of reasoning ought to be for them only the art of seeing. . . . Geometry is for my pupil only the art of properly using the ruler and the compass."

"The measurement of land surfaces," says Clairaut in

his preface, "seems to me to be the proper starting point for my geometrical propositions. The word geometry signifies *measurement of the earth*."

In order to follow in this work a route similar to that of the inventors, I try at first to disclose to beginners the principles upon which the measurement of land surfaces depends. I teach them to measure distances, accessible and inaccessible. From that I pass to other considerations which have such an analogy with the first that natural curiosity about them is aroused. Then, satisfying this natural curiosity, I bring my pupils gradually overall that is interesting and important in elementary geometry."

The report offers a scheme to be followed by the teacher in presenting a given geometrical figure. It will be seen that this corresponds to the practice in many American schools; something of the kind might well be followed in all.

1. *Seeing, touching, and drawing.*—Without telling its name you have diagrams, cut from cardboard, circulated thru the class. Each pupil draws the figure carefully.

2. *The principal characteristic.*—What have the pupils noticed? You ask them. They point out to you several characteristics. You fix their attention upon the principal characteristic.

3. *Giving a name.*—You have got to name the form you have before you. Often the children will give several. Choose the one that includes a definition and write it on the blackboard.

4. *Defining.*—Try to get from the pupils a valid definition. Correct it, dictate it, and have it learned by heart.

5. *The secondary characteristics.*—You can have these disclosed and then verified, either with or without instruments.

6. *Some simple problems.*—The construction of the figure, the dimensions being given, with the ruler and compass. Other constructions, involving the use of the figure.

The whole plan contemplates showing geometry to children rather than demonstrating it. The entire ground now covered in the secondary schools—the age of the pupils being little above that of our upper grammar grades—would be covered in this tentative, experimental fashion. The pure science of geometry would be left to be developed in the normal school, or polytechnic institution.



Puerto Rican Schools Under the Spanish

By MAJOR GEORGE G. GROFF, Member of the School Board of Puerto Rico.

The Spanish covered the island with barracks and fortifications, but they built no school-houses, and to-day there is not a single public school building in existence to recall the oppressions of 400 years.

There are to-day 550 primary schools in Puerto Rico, of which 520 are classed as "public" and thirty-two as "private." There are 317 rural schools, but only one-fourth of the barrios (townships) have a single school. Some of these barrios are so large that they ought to have five or six schools.

There is one seminary for the priesthood, and four "institutions" or "colleges" which in the states would be called "academies," but none of these is sufficiently advanced to prepare pupils for any respectable college in the United States, or for West Point or Annapolis. There is a private academy for drawing and painting. There is a kindergarten in San Juan and one in Ponce, and "infant schools" exist in the different cities, but their number is not known.

The number of teachers in active service is 615. The number of pupils attending all the schools is 19,000 in



A Puerto Rican School under the old regime.

round numbers, out of a total school population of 100,000. About one person in fifteen, it is estimated, can read and write.

The schools were wholly without modern appliances. They were, under Spanish rule, conducted in a room of the house in which the teacher lived; sometimes this was the common living room the family, and the family always had the best part of the house. The seats consisted of slab benches without backs. There was commonly one desk to a school, at which from two to five pupils could write at a time. Books and maps were few. Often there were not more than half a dozen books on all subjects in a school with fifty pupils. Hence, the instruction was largely oral.

Teachers who had received a college, normal, or university degree in Spain or Puerto Rico on examination, were licensed to teach in the public schools. About 800 persons now hold such licenses. When once a school had been assigned to a teacher, he held the position for life, and could not, against his consent, be removed from one town to another. After a certain number of years of faithful service, he was retired on a pension. Removal could not be made except for immoral conduct clearly proved. Incompetence as a teacher or neglect of duty seems not to have affected their standing.

Peculiarities of the System.

Schools were kept open twelve months in the year and six days in the week. Holidays were innumerable. Prizes were distributed by lottery. In the country, no schools had ever existed for girls. Some populous townships had never had a school of any kind. The sexes were separated in different schools at all ages. A man was never permitted to teach girls. The studying was done aloud. Much teaching was done by older pupils, who were also protectors. Teachers were all called "professors." The "bachiller's" degree, a title of distinction, was given on the payment of the proper fees even to mere children. At examinations it was customary to show the questions to the pupils beforehand, or for the teachers even to work out the answers. No discipline whatever existed in many schools, the children acting much like a mob. The teachers could be seen smoking cigarettes and teaching at the same time.

Abuses of the System.

1.—Appointments were commonly secured thru influence, and many teachers seemed to be wholly unqualified or their work.

2.—Teachers holding positions were permitted to appoint permanent substitutes. These might appoint other substitutes to do their work. In one case the granddaughter was doing the work which both grandmother and mother had become too feeble to perform. A teacher might live in Spain and hire a substitute to do his work in Puerto Rico. His position was his "property." A substitute received only a small portion of the salary paid, often not more than one-fourth.

3.—Teachers gave their time to the richer pupils, because the parents of such children universally paid the teachers a fee called "gratification" for this purpose. Because of this, many poor parents refused to send their children to school at all, claiming that they received no attention.

4.—The schools were wholly ungraded and no modern methods were employed. The youngest pupils as well as the oldest were taught orally. The whole work of the pupil, in all branches, seems to have been to memorize what his teachers had told him.

5.—Teachers were paid their salaries at very irregular intervals, and often in warrants on the municipal treasuries, which they were compelled to have discounted by the chief municipal officers, often at ruinous rates; it is reported in some cases at fifty and even seventy-five per cent. It is also said that they have been paid in orders upon the stores of alcaldes and other municipal officers.

6.—Teachers occupied an inferior social position.

Present Difficulties.

In the institution of highest standing on the island, instruction was given by lectures to mere children who had no comprehension whatever of the subjects taught. The professors could meet their classes or not as suited their personal convenience. Students also attended school when it was convenient, or as they felt inclined. All, however, were graduated in time, but it apparently made no difference who made out the examination papers.

In the first examinations held for teachers by the Americans, numbers of them came several days before the time set, expecting to be shown the questions in order to prepare the answers. This, they declared, was the Spanish custom. One teacher reading a school bulletin asked, "What is meant by 'Program' Of what is it made? How is it used?"

A teacher who could do long division was qualified to teach in the country. In a principal city the teachers were entirely unable to grade the pupils or to organize schools, after having the whole summer to study up the subject.

Teachers have very limited ideas of punctuality. If they get to school at 10 A. M. or 3 P. M. they cannot understand that anything wrong has occurred, nor do they consider it anything serious if they do not get there at all.

It has been difficult for school trustees as well as for teachers to grasp the American ideas. The new school law has puzzled them greatly. They do not understand how to elect teachers (the alcalde and village priest have always attended to this heretofore). There have been delays in opening the schools, but the work has gone on with success in spite of all difficulties, and the American school is a success.

The educational needs of the South after the civil war exist in Puerto Rico to-day. The people are as ignorant and as anxious for instruction as were the negroes of Dixie. The island needs at least one public school in each *Barrio*. It should have at least ten high schools in as many cities. At least twenty grammar schools, a half a dozen academies, and one university. How are they to be secured? The religious denominations of the country cannot do better than follow the lead of the American Missionary Association and establish academies and seminaries.

Written Composition.

By H. C. KREBS, Somerville, N. J.

Few things are more discouraging to the average teacher than the examination of a set of composition papers. The perverse genius of her pupils loves to disport itself on the written page. The errors against which she has day after day so carefully cautioned her pupils are bound to appear with depressing regularity. The neatness in arrangement and penmanship, the spelling, the paragraphs, the clearness of statement, all suffer sadly; and as the teacher beholds the results of her efforts she is ready to exclaim, "What can I do to improve the composition of my pupils? What is to be done when pupils make the same mistakes over and over again, and no amount of instruction is sufficient to eradicate them?"

No sovereign remedy exists. But let no teacher believe that he is the only one who encounters these difficulties. They occur wherever children are possessed of average human nature. You can no more secure perfect compositions than perfect reading or arithmetic. Some children whose logical memory is excellent have so poor a mechanical memory that their spelling will never be good; while the mechanically exact pupils are apt to lack in thought and expressive power. Those beautiful papers that you saw displayed in a school in the city of —, in which there was neither spot nor blemish, were not so perfect when first handed in by the pupils; but the teacher had marked the errors, the pupils had corrected them, then they re-wrote the papers, submitted them to the teacher again for criticism, repeated this process five or six times until the majority of the papers were without a flaw. This is not a bad idea; but you were deceived in thinking that these papers represented the unaided work of the pupils. If you could visit the best schools in our land, read a story to the pupils, give them fifteen minutes in which to reproduce it, collect the papers and examine them, you would find quite a few errors, tho their general excellence would doubtless be of a high order.

You must rid yourself of the idea that you can secure faultless composition work, but must find your encouragement in the comparative merit of your pupils' productions. Preserve a set of papers on the first day of every month, and notice the improvement by comparing the work one month with that of a few months before.

There is a teacher in the town of — whose success in this department is well known. She began her training the first week of school; and tho her pupils were eleven years old she assumed that they had had no experience in composition writing whatever, and proceeded accordingly.

The first step was to teach form. One morning the pupils saw a story of three paragraphs written at the blackboard. The words were very simple. The items of the heading were arranged as follows:

Mary Smith.

Grade 5.

The Two Frogs.

The first margin was indicated by a heavy line drawn vertically, the second margin by a light dotted line. Then the teacher directed the attention of the pupils to the heading, showed them the relative position of the items, the omission of the lines, and asked them to write on their papers the heading just as it appeared at the board. While this was being done she passed rapidly along the aisles, giving suggestions wherever needed. Pupils who had made mistakes turned their papers and wrote on the other side. Finally all had this portion of the work properly performed.

The next point of attention was the margin. Lines were drawn on the paper for this purpose in imitation of those at the board. The teacher explained and directed continually. Then the pupils copied the story, the teacher passing along the aisles as before. This concluded the lesson for the day. Each pupil preserved his paper.

The next day the teacher dictated this same story verbatim. Before beginning she called on the pupils to arrange the heading as the day before, asking questions as

to the correct form. She also called attention to the margins and paragraphs.

When the dictation had been concluded, each pupil compared his paper with that written the preceding day, and noted his errors. It was found that nearly half the class had made mistakes in one or more respects. These they corrected. The teacher then announced that she would dictate the same selection next day, and asked the pupils to study it so that no mistakes could be found. This was done, and the third set of papers was very good.

Two days later another dictation lesson was given. The story was simple, contained three paragraphs, and varied but little from the first exercise. At the end of the month the form of the composition had been so often practiced that no pupil erred in that respect. Variations in content had been introduced as gradually as possible. The work of the first month was devoted entirely to dictation and reproduction—no original compositions were attempted.

As an aid in paragraphing she placed at the board an outline for every reproduction exercise, in which each topic indicated a paragraph, and each sub-topic a sentence of that paragraph. Original compositions were now begun, outlines being formed in every instance on the same plan:

1. { A
B
C
2. { A
B
C
3. { A
B
C

Figures indicate the subjects of the paragraphs; letters, the subjects of sentences.

After a few days the number of paragraphs and sentences was varied. It was found that by employing this scheme the pupils used a period at the end of every statement instead of connecting the sentences with the word *and*, using a period at the end of paragraph only.

Once a week the pupils were required to construct outlines on an assigned topic. Several of the best were discussed by teacher and class, and the one most acceptable was used for the next day's writing. Three compositions were written every week. This produced a facility in a short time that was shown in the large number of lines the pupils could write on a certain subject in fifteen minutes.

Did the teacher examine all of these compositions? Oh, no. Why should she? She took the papers as they were passed to her desk at the conclusion of the exercise, looked thru them rapidly, and as soon as she saw a paper that was written with evident carelessness, she said,

"This paper is not as neatly written as I should like to see, so — may remain after school and re-write it for me." She would not accept careless work; and as soon as her pupils realized that fact, no more untidy papers were handed to her.

Before school opened the next morning she had read from three to five of the papers, and deposited the others in the waste-basket unread. From the papers read she selected two prevailing errors. During the language-period she called the attention of the class to the correct forms of the faults noted, and tried to have the proper expressions used in the writing for the day. She also took occasion during the day to call one of the pupils to her desk and to point out to him a few of his individual faults. All correcting was done in a kindly spirit, the pupils realizing that the teacher was anxious to help them.

As an indirect aid to composition the teacher selected the words for her morning spelling lesson largely from the story she intended to have reproduced in the afternoon. Proper names were generally written at the board and allowed to remain there during the writing.

As for subjects the teacher was careful never to ask pupils to write about matters in which they were not thoroughly interested. She drew on all school work for material. One day when her pupils were much engrossed in watching the development of a frog in the glass jar, they were asked to write their observations. On another occasion, after a history lesson on Israel Putnam, the class wrote of his life and adventures. Two conditions were always kept in view by the teacher,—that the class should be interested in the subject, and that they should possess a full knowledge thereof. Consequently there was no need of urging pupils to write—they were glad to have the opportunity.

What were the results of this training? Pupils closed their fifth year at school with the ability to produce a neat paper, comparatively free from errors in spelling or language, practically correct as to paragraphing and punctuation, systematic in arrangement, and characterized by a fluency of expression that only much practice can give.

Chicago Drainage Canal Opened.

Water was turned into the Chicago drainage canal on January 2, and flowed toward Lockport where it fell into the Desplaines river; thence it will make its way thru the Illinois and Mississippi rivers to the gulf of Mexico. The canal has a capacity of 300,000 cubic feet of water a minute, but this can be increased to 600,000 cubic feet for the carrying away of the sewage of a city of 3,000,000 people. The canal was begun Sept. 3, 1892, and has cost \$33,000,000.



The "five steps" of the recitation according to Monvel.

(1) Preparation. (2) Presentation. (3) Hesitation. (4) Consternation. (5) Return to normal state.

The School Journal,

NEW YORK AND CHICAGO.

WEEK ENDING JANUARY 13, 1900.

Grading and Individual Instruction.

The problem of grading and promoting pupils is by no means finally disposed of. Supt. Shearer's plan which was first introduced in Newcastle, Pa., and developed and perfected at Elizabeth, N. J., has found its way into many school systems. It is an excellent device and the author well deserves the high encomium paid him by the press of the country for it. The one really serious and justifiable objection to its general adoption is that it depends too exclusively upon the individual pupil's ambition. In other words, the plan removes the needless barriers which pedagogical short-sightedness placed in the way of especially gifted, studious, and aspiring pupils, but does not provide the uplifting, spurring, and encouraging needed by those who are lacking in these directions.

The tendency is, furthermore, to judge a teacher by the number of pupils promoted and thereby put a premium on widening the gulf between the bright and the dull of the same age. Another danger is to be found in the difficulty of determining the pupil's capacity for certain work. It is not knowledge and memory but a question of growth that is involved. A child may be so drilled that at the age of twelve he could pass a college entrance examination, yet he would not be considered ripe for college work. A girl of thirteen may be induced to study psychology, but no sane judge would for a moment believe that she could get out of it more than a list of terms and definitions. It would not be psychology at all, but at best a picking of the mere bones of the subject. All these are points worth considering. The pupil's stage of growth, his degree of maturity, ought to determine his promotion.

Mr. Shearer in his new book on the grading of schools suggests individual instruction for the weaker pupils and offers many practical hints. But there is neither definite provision nor special supervision for such efforts. Even under the most favorable conditions and with the best of teachers it would be impossible to accomplish very much in the direction of patient, systematic, telling work of this kind. Here Supt. Kennedy's plan comes to the rescue. Its soundness, feasibility, and proved success entitle it to the most careful consideration from progressive superintendents and principals. Teachers' training schools ought to be able to adopt it without much difficulty. At the request of the editor, Mr. Kennedy has written out a fairly comprehensive and detailed statement of the working of his discovery. (See page 54.)

The editor would like to hear from those who have given the matter thought. A full discussion of its various phases ought to result in much good to the children in the schools.

THE SCHOOL JOURNAL next week will print interesting reports from the recent conventions of the Southern Educational and several State Teachers' Associations.

An Important Anniversary.

The *Journal of Education* enters on its second quarter of a century with the heartiest good wishes of all its cotemporaries and of all who have been cognizant of its beneficent course. The struggle of educational journals for recognition and appreciation has been an exceedingly long and trying one and is by no means finished. For fifty years teachers have asked the question: "Can teaching be made a profession?" As if some power outside of the teaching body might declare it a profession, forgetting that it is only the behavior of the teachers themselves that can make it such.

The educational journals found that there was an almost total want of faith on the part of the teachers themselves in the value and rank of their work, judging by the support yielded in the way of subscriptions. THE SCHOOL JOURNAL had the temerity to undertake a weekly issue in 1870 in the face of this indifference, and was followed in the autumn of 1874 by the *Journal of Education*.

The *Journal of Education* has always been ably edited, has won respect for the dignity with which it has treated educational subjects and has advanced the cause it represented by presenting in its pages the best thought of the times. We have always admired the general solidity and strength of its articles and have believed the teachers could but feel honored by a publication possessing so high a character.

For several years Hon. Thomas W. Bicknell and Mr. William E. Sheldon gave their best energies to the conduct of the paper; Dr. W. A. Mowry contributed his long practical experience to the manifest value of the paper.

When Mr. Bicknell retired A. E. Winship became editor, Mr. Sheldon still acting as business manager. Mr. Winship has special gifts as a journalist and is a brilliant lecturer. For twenty-five years these gentlemen have devoted themselves to the high task of evolving a journal that should present the best phases of educational thought, and the work they have produced can be looked upon with proper pride.

THE SCHOOL JOURNAL extends the heartiest greetings to the *Journal of Education*; its success is the success of all educational journalism. We wish its editor and business manager the happiness and prosperity they so justly deserve; and with us the earnest educators of the country will cordially unite.

The Great Los Angeles Meeting.

The railroads were greatly pleased at the results of the meeting of the National Educational Association at Los Angeles last summer. They recognize that the association holds one of the great meetings of the year. The total membership in Los Angeles was 13,656. With the exception of the small membership in the city itself, all these came by rail; with them assembled quite a number who were not members. They were distributed as follows:

From North Atlantic Division,	1,877
" South " "	316
" " Central " "	818
" North " "	5,074
" Western " "	5,487
" Foreign Countries,	39

At this meeting as at the meeting at San Francisco in 1874, California rolled up a splendid list—4,357—nearly

one-third of the whole number. But when the great distance is considered, the attendance from this side of the Rocky mountains was very fine—8085. An experienced railroad man thought that we should not get 5,000 to cross the mountains; THE SCHOOL JOURNAL's estimate was that over 10,000 would probably take advantage of the offer of one fare for round trip.

Illinois furnished,	1,214
New York, "	756
Missouri "	675
Iowa "	593
Ohio "	580
Pennsylvania "	536

The Republican press of St. Louis and Missouri has been endeavoring ever since the late meeting to make it appear that the election of Dr. W. H. Black as president of the State Teachers' Association was a bit of partisan politics engineered by State Superintendent Carington. There is absolutely no truth in the charges. Assistant Superintendent Murphy and President Calvin M. Woodward, of the St. Louis board of education, both of whom are well-known as Republicans and were members of the nominating committee laid before the accusing papers all the facts, but no corrections were printed. The St. Louis *Republic* is the only local publication which put the case fairly.

It is true that Mr. Oliver Stigall who was the choice of the committee on nominations was rejected, but not on lines of political partisanship. When his name was presented to the association, Mr. Wilson, of Sedalia, led the opposition on the ground that the highest office should not go to a man who personally electioneered for it, and he named three men, among them Dr. Black, whom the association would be delighted to honor. State Superintendent Carington then arose and proposed the substitution of Dr. Black's name for that of Mr. Stigall in the committee's report. That is all there was to it.

A very handsome copy of the Omaha *Bee* issued for Thanksgiving contains a picture of the high school football team but no pictures of high school teachers.

The Report of the Committee of Seven to the American Historical Association is now before the educational world for judgment. This analysis of the problems of history in schools has been prepared by six college professors and one grammar school principal. As usual with all these committee reports, this disregards wholly the one paramount question whose answer separates teaching from all other professions—viz.: How does the student learn history and every other subject? Otherwise, we have here an interesting and important document. The cool, curt incompetence with which psychology and pedagogy are dismissed appears in these words: "This precept that pupils should 'pass from the known to the unknown' we do not care formally to accept or reject." Our college professors prefer merely to ignore it. However, the report is worth reading. There are some good suggestions in it, not original but well stated, and the report is well enough put together to warrant examination. Until school superintendents and principals take these matters of secondary and primary curricula into their own professional conferences and keeping, such reports are the best we shall have available for the enlightenment of class teachers. The bibliographies added to the suggestions are good.

Governor Roosevelt has "horse sense," and that is saying a great deal. There are those who groan because one man has much and another little. Hear the governor:

"Probably the large majority of the fortunes that now exist in this country have been amassed, not by injuring mankind, but as an incident to the conferring of great benefits on the community—whatever the conscious purpose of those amassing them may have been. The occasional wrongs committed or injuries endured are on the whole far outweighed by the mass of good which has resulted. The true questions to be asked are: Has any given individual been injured by the acquisition of wealth by any man? Were the rights of that individual, if they have been violated, insufficiently protected by law? If so, these rights, and all similar rights, ought to be guaranteed by additional legislation. The point to be aimed at is the protection of the individual against wrong, not the attempt to limit and hamper the acquisition and output of wealth. It is almost equally dangerous either to blink evils and refuse to acknowledge their existence or to strike at them in a spirit of ignorant revenge, thereby doing far more harm than is remedied."

Some time ago the country was stirred up over the assertion that a young colored woman had been refused admission to one of the women's colleges. Harvard has once more made it clear that colored men are under no ban at the leading educational institutions of the country. One of the three men who supported Harvard in the Harvard-Princeton debate, on Dec. 15, was Roscoe C. Bruce, a full-blooded negro. Young Bruce is the son of the late B. K. Bruce, who for several years represented the state of Mississippi in the senate.

A noted clergyman in New York refers in severe terms to the appearance and performances of "drunken American soldiers" in Manila. But it is no worse there than here. THE JOURNAL has tried for many years to interest educators in laboring for a high style of civilization. It is not intemperance alone that is to be complained of; those men feel pretty certain they represent quite a portion of the American people. Let some time be given at assemblages of educators to the question: "How shall we improve and dignify our civilization?"

The mayor of New Rochelle found that there were children in the town who needed shoes, and he very generously gave away a number of pairs. Whereupon an alderman proposed that all children needing shoes to enable them to go to school should be supplied at the public expense. But if shoes why not overcoats, mittens, hats, collars, collar buttons, neckties, knickerbockers, stockings, etc.? There is a good reason for school-books, and it is not because the parents cannot furnish them, either. There must be something left for private charity to do. We should advise that alderman to form a society to look up and help the poor children of New Rochelle. What is needed is charity; we mean the charity that St. Paul speaks of—*love*. It is not love that prompts the alderman to furnish shoes; it is business. The giving away of the money of others to furnish shoes is easy; it is the giving of your own that is hard.

In the biographical sketch of Prof. George Rice Carpenter, of Columbia university, which was presented in THE SCHOOL JOURNAL last week, it should have been said that he is the editor of the admirable series of "Longman's English Classics," published by Longmans, Green & Company, New York (not the Macmillan series, as mentioned).

Letters

Individual Instruction System.

Replying to your request for an account of the individual instruction given in our schools and the results reached by its use, I have the honor to submit the following.

No one appreciates more than we do the merits and advantages of the graded school system. It was a great invention, a noble contrivance for handling masses of children in the most economical and efficient manner. As compared with unorganized education it becomes not a comparison but a contrast. It provided a goal toward which there should be a steady progress, and it secured to all children the helpful stimulus of class-recitation. From one point of view a crowd is essential to the best educating. It is not well for children to be alone.

On the other hand a crowd has its disadvantages. It introduces the process of outmarching, even the process of trampling down. What is this but the cruel, remorseless principle of the survival of the fittest? A column rushing forward under stress of an imperious necessity knows that it must scatter its weaker ones along the way; and the necessity is pleaded in justification of the sacrifice. A routed host responding to the first law of nature, the instinct of self-preservation, will trample its weaker ones down; and the act is deemed natural and unavoidable. Those are justly regarded as exceptional cases. But how infamous would be the military system that would contrive the regular and systematic exhaustion and destruction of its weaker men. No military system takes this attitude. Its ordinary attitude is to conserve, to heal, to strengthen, to save.

Now there are no extraordinary circumstances in education that can justify the strewing of the way-side with the exhausted and over-matched. Its conditions are always ordinary conditions; and its constant and imperative duty is to strengthen and to save.

Minister a little to the sick of an army; and you will soon have convalescents that will be worth five times as many recruits. They will be the lions in the forthcoming contests. Press them ever so little, and you crush them.

I wish to be indulged in one more figure. Great inventions are very good things; but they may have very bad features. The reaper was a great invention, but the intervening forty years have been occupied in getting rid of its bad features. It had side-drafts; it pinched here and there; it damaged much of the grain, etc. Mind has been steadily at work studying how to get rid of the pinch, and it has been so far successful that the use now of the original reaper would be deemed little less than a crime.

I believe that graded school education needs correctives as imperatively as did that original reaper. I believe that it has its deadly pinch and grind. I believe that it knocks down and destroys much of the very best grain.

Individual instruction is the corrective of the graded school machine. Without it the machine never will do clean and finished work. Individual instruction is the ministering to the over-taxed, enfeebled, and discouraged members of the little school army. I believe that by individual attention all the failing children may be saved; and I believe that by saving them we save the very best element of our population; we return to the ranks the steady veterans that will never flinch in the severest strain of conflict. Educational Darwinism has not even the merit of being true; its survival of the quickest is not the survival of the fittest.

A year and a half ago we were providentially persuaded to provide the school children of Batavia with individual instruction as the supplement of class-recitation; and our experience has convinced us that we have hit upon the ideal educational organization. We are convinced that what our children need is neither class-recitation, nor individual instruction, but both combined in equal propor-

tions. The one form is chaos, the other form is grind, but both together constitute an uplifting force whose operation is most pleasing and whose results are marvelous. The doctors, I believe, often get a most powerful curative remedy by putting together two or more deadly poisons. It is death to take the raw ingredients of the medicine; it is life and health to take the carefully prepared compound.

We prepare our compound by taking a room large enough to accommodate as many children as should under any circumstances be placed under two teachers; and then we assign two teachers to that room. One of those teachers conducts recitations, the other gives individual instruction exclusively. The two teachers are entirely co-ordinate, neither one having anything whatever to do with the work of the other, except to confer in regard to the condition and needs of individuals.

Such is our simple system. The individual-instruction teacher has nothing whatever to do with the preparation or recitation of lessons. Her business is simply to find children who need personal attention and address herself to them. She belongs to the room, is a part of the room, the children are hers, just as truly as they are the children of the other teacher. She is educating them, not saving them from their proper burdens. A floating teacher would be a mere helper, a burden-lifter, a coacher. Individual instruction is anchored to a given room.

But teachers and superintendents say we give individual instruction; we give more or less attention to individuals. Yes, the hurrying colonel may say a word of encouragement to the reeling soldier, or bid him an affectionate farewell after he is down, may even throw him his canteen. This little attention may delay the fall or palliate it; but the end is the same. Or the Seventeenth sergeant may come along and threaten the slowing victim with the flat side of his sword. It causes a little spurt perhaps; but the end is the same.

A tired teacher who has had all her recitations spoiled by a dragging boy, and who knows that she will not be able to sleep for a week in consequence of wondering why he was born, may notify the offender to remain after school in order to receive some personal attention. And he gets personal attention. He gets something that he will be quite likely to remember; but that something will not be his lesson. And much sweetness has gone out of that teacher's life without going into his. No; incidental instruction in anything comes about as near being a diet as the imaginary food of the Barmecides or the savory odors of a distant kitchen. "If you would have anything well done do it yourself." If you would have anything well done do it regularly and deliberately, not incidentally.

So much for the theory and form. Now as to results. Dragging has almost ceased. The rear-enders of a line that was marching in *echelon* are now found dressed on the front markers, many of them even needing a rein. The lines have about lost their *echelon* by a vigorous left-front-into-line. Individual promotions are becoming rare; for the individual promoters find that they have about all they care to do to keep up with the former dobbins. The percentage of absence from all causes has made a rapid drop toward zero. We find that happy children do not get sick, so to speak. Most of the ordinary sickness in schools is the result of nervous worry and fretfulness brought on by being back in work. And the vicious circle is formed; the backwardness bringing on sickness and the sickness increasing the backwardness, and so on until the child is either laid away in the cemetery, or is saved to an un-lettered existence by abandoning his education. And we find that happy children are not catching at excuses for being absent. We find that our teachers cannot break down under the new work, and that if they have even a hint of fatigue, it is swept away by the thought of how nice the children are. And right here we must confess to one little drawback to it all; it does cause the candidates on our waiting list to cast most wistful glances on the blooming health of our teachers. We find that it has contributed much to the gaiety of nations by taking the

dark shadow out of the households. I think that the most distressing scene in the whole history of human torture is that of a poor tired father or mother whose arithmetic or grammar has grown dim, getting down by the side of a be-nagged, be-scolled, and be-threatened child; and trying to get him or her ready to dare to appear in school next day. And the misery of the poor parent was piled mountain high when she had to face the multitude of new subjects never thought of in her day. That is all done away with under our new system. There is not anything to be done at home now, or nothing but what the children can easily do themselves.

The children can now romp with their parents and learn what a blessed thing a real home is. I think that the emancipation of the parents from their awful relations to the public school, will rank as one of the greatest results reached by the introduction of individual instruction. We all know how the victim of despotism gets square. He kicks the one below him, and he passes it down until the poor fellow at the bottom gets the cumulated viciousness of all the kicks. Even so have the poor parents been at the bottom. The colleges get a little restless, and say we must shove back a lot of this work on the high schools; the high schools then give a worse shove-back on the grades; and the grades give a cumulated kick by shoving back a larger pile of work than ever upon the parent. The parents will have to champion individual instruction in sheer self-defense. But they champion it with us from a much higher motive; they have observed its beneficent effects on their children.

Our doctors tell us that their medical societies, state and national, have been for some years devoting their most earnest thought to the terrific over-strain in the public schools, and that some of the profoundest papers they have ever produced have related to this matter, to the cause and cure of over-pressure in the public schools. They think it a little hard to find that after all this expenditure of scientific investigation, and after all this monumental literature on the matter, it does not need a single word of Latin to tell the cause or name its cure. There is no over-pressure where individual instruction prevails. It is no longer dangerous to try to be educated.

Some years later some one will be able to report an extraordinary increase in the attendance in high schools; for I am persuaded that the small attendance there is due not to financial circumstances, but to discouragement and failure in the grades.

Finally we have learned that we must unload a whole body of educational doctrine built upon false premises and on a false foundation. To a very great extent we must begin the philosophy of education anew.

Batavia, N. Y. JOHN KENNEDY, Supt. of Schools.

Use the Child's Own Vocabulary.

What child, and what proportion of its "own vocabulary"? Shall we take the dialect of the streets or the slums? Shall we call a child "a kid," a mother "the ol' woman"? Shall we always refer to a boy as "a feller"? Further inquiry is needless. Very sharp limits are set to our use of "the child's own vocabulary."

Even in the case of well-bred children, restriction to their "own vocabulary" would condemn us to feebleness or inaccuracy. Numbers of sweet and eminently proper little girls call everything they like "lovely" and everything they dislike "awful" or "horrid."

Now, it is precisely to lift a child above his "own" original estate that he is sent to school. We must, of course, take enough of the words he starts with to be able to converse with him, but we must get beyond and above that starting-point in the very first lesson. We must lead him out into purer, more discriminate, and more elegant, as well as more accurate speech.

There is a charm and delight in the conscious acquisition of knowledge and increase of mental power that draws like a magnet. On the other hand, there is an insufferable monotony and tedium in working long and hard

in order to arrive just where one started. A child despises in his elders what is merely on his own level. A little three-year-old, hearing a railway guard call out stations, says, "Papa, shouldn't you think such a big man would speak plain?" A four-year-old goes home and tells his mother, "The teacher didn't know how to spell 'cat,' and had to ask me." Work that is beyond him, but not too far beyond, wins his respect which incites him to learn, and inclines him to obey.

JAMES C. FERNALD.

New York.

Scholarship Record.

One of the important questions connected with school management is that of a record which shall show satisfactorily the progress of the pupils at the expense of a minimum part of the teacher's time. Daily markings have been thoroly tried and they are found to consume more of the teachers' time and energy than the results will warrant. The division of the teacher's time and energy between the marking and the instruction must affect the quality of the latter. A device to be most successful and helpful must consume a minimum amount of the teacher's time, draw from the pupils an honest estimate of the knowledge acquired, and show a perfectly fair average of his daily work.

A plan which meets the above conditions is recommended for the careful consideration and trial of those who are loath to abandon the marking system, and still feel that the plan of daily marking is too burdensome to warrant its use. The recitation standing of each member of the class or grade in each subject is recorded two or three times each month. The teacher decides to-day that she will record the lesson of to-morrow. It may come at the completion of a division of the subject. It is the ordinary written lesson and may, if desired, contain enough of review to indicate to the teacher each pupil's knowledge of what he has been over and the quality of the preparation he has given it.

To the pupil it is an every-day lesson with nothing more than the ordinary at stake. He knows that these records are kept regularly thru the year and considered when his yearly rating is made. The lesson papers are gathered as usual, marked and handed back. The teacher records the standings, but the pupils know it not.

This state of uncertainty, as to the particular lessons which are to be taken, acts as a strong incentive to do thoroly honest and meritorious work. It furnishes a faithful record of the average work of each pupil. The intensely nervous child stands on a par with the others. At the close of the year the individual record conveys the desired information. It will be helpful to write records of seventy-five per cent. or over with red ink and the other with black ink.

W. H. BENEDICT.

New York.

Seven School Virtues.

I know of no writer or institute lecturer who is more appreciated, honored, and revered by teachers than Dr. E. E. White, of Columbus, Ohio. To the excellencies of his lectures and writings he adds an ennobling and sympathizing personality. His kindness of spirit, his choice language, and his clear presentations make him a model instructor and kindle a desire on the part of his hearers to try his methods and emulate his virtues.

His "Seven School Virtues" may well be memorized, studied, assimilated, and practiced by the teacher and pupils of every school. To aid in memorizing these virtues and to keep them in the logical order in which Dr. White discusses them in his "School Management," I have taken the first letter of each virtue and coined the word "Apnasio." The list reads as follows:

Attendance,	Regularity in,	Accuracy,
Punctuality,		Silence,
Neatness,		Industry,
	Obedience.	

New Jersey.

JAS. H. GRIFFITH.

The Busy World.

Heavy Fighting at Ladysmith.

On January 6 the Boers attacked Ladysmith at 3 o'clock in the morning, and for six hours the battle raged fiercely. The Boers were, however, everywhere repulsed. So fierce was the fighting that one point of vantage was taken and retaken three times. This is considered the most important move of the week, as it is seen that the Boers are trying to force the surrender of the place before it can be relieved by Gen. Buller. With an original strength of 12,000 men in Ladysmith, Gen. White's fighting strength at the end of the year was placed at not more than 10,000. His force is being rapidly reduced by disease, and it is said that the food problem is becoming urgent.

On the other hand, it is claimed that the Boers are also beginning to lack food, and cannot afford to prolong the situation indefinitely. This attack on Ladysmith may force Gen. Buller to attack the strong positions of the Boers along the Tugela river. Gen. Buller's force is now said to have reached its full intended strength and an early movement may be expected. It was reported that a forward movement had already occurred, but that is not confirmed. Heavy bombardment of the Boer positions, however, has taken place.

Condition of Puerto Rico.

Gen. Davis, governor general of Puerto Rico, appeared before a Congressional committee and made a statement as to affairs in the island. He believed that things could be bettered by eliminating all intermediaries and getting closer to the people. He had made a step in this direction by substituting mixed boards for secretaries.

The industrial situation on the island is not satisfactory, owing to the trade and tariff discriminations against the products of the island, both in the United States and Cuba. Gen. Davis thinks that the people may be allowed representation in a legislative body, but this body should have in it a majority of persons appointed by the president in order to be sure that control should not pass into hands that would use it improperly.

Does Not Like the Monroe Doctrine.

An article in the London *Spectator* says that Germany considers the United States her most formidable rival, and the one that stands in the way of her becoming the world power, which she expects to be. Germany's objective is South America but the Monroe doctrine bars her way. How to get around this is a question, but the paper declares that Emperor William counts upon the German vote in the United States to help him when his new navy is ready to carry out his South American expansion idea, especially in Brazil. The *Spectator* warns the United States that if it intends to carry out the Monroe doctrine in future it must not go to sleep over it now, but prepare an army and navy equal to the strain of supporting a policy so tremendous.

Death of Dr. Edward McGlynn.

The Rev. Dr. Edward McGlynn, rector of St. Mary's church in Newburg, N. Y., died in that city on January 7. A few years ago Dr. McGlynn came into conflict with his ecclesiastical superiors by endorsing the single tax theory of Henry George. For his speeches in favor of the theory he was ordered to appear in Rome; he refused to go. Archbishop Corrigan deposed him from the exercise of priestly functions, and his friends then organized the Anti-Poverty society, and he delivered Sunday evening addresses in connection with this organization. A trial finally took place in the Catholic university, Washington, the result of which Dr. McGlynn was restored to his priestly functions. At another time Dr. McGlynn came into conflict with the ecclesiastical authorities by opposing parochial schools. He declared that the public schools were good enough for all American children. Dr. McGlynn was sixty-two years old.

Military Government for Alaska.

President McKinley has created a military department consisting of the department of Alaska, and assigned Col. Geo. H. Randall to the command. This action of the government is tantamount to a complete military government for Alaska, especially as to the northern portion. Col. Randall will be allowed to exercise his judgment as to the number of troops required.

Operations in the Philippines.

The active movement of Americans in the island of Luzon has been confined principally to the region south-east of Manila. At Binan, on the shore of Laguna de Bay, Gen. Schwan encountered a force of 800 insurgents driving them west to Silony, and capturing six pieces of artillery. Part of Gen. Wheaton's force met a band of Filipinos near Imus and scattered them, inflicting severe loss. The Thirty-seventh infantry surrounded a body of insurgents east of Las Banos. Among the prisoners captured was Gen. Rizal.

Injustice to Naval Officers.

In a letter to the chairmen of the committees on naval affairs Secretary Long calls attention to the injustice of the present plan of rewarding naval officers. At the present time some officers who rendered distinguished service during the war with Spain have, in recognition thereof, been advanced upon the list; others remain without reward of any kind, while others still by the operation of the system find themselves in relative lower positions than they occupied before the war of 1898. For instance, Capt. Clark, who commanded the Oregon during the memorable run from Pacific to Atlantic waters and also at the battle of Santiago, finds himself lower on the list at the end than at the beginning of the war on account of the promotion of Captains Gridley, Coghlan, and Dyer. Secretary Long wishes the present system replaced by one conferring on the officers and men suitable medals.

New York State's Canal System.

Governor Roosevelt's canal commissioners have submitted a report setting forth two plans:—one of these contemplates the widening and deepening of the canals of New York state at a cost of \$20,000,000; the other is to spend \$60,000,000, in converting the system into a great ship canal connecting the lakes with the ocean and giving again to New York's commerce that supremacy that De Witt Clinton's work gave to it three centuries ago. The commissioners are greatly in favor of the larger plan.

Lieut. Gillmore in Manila.

Lieut. Gillmore, of the gunboat Yorktown who was captured last April by the insurgents at Baler, on the east coast of Luzon, has arrived at Manila with nineteen others who have been released from captivity recently. They were barefoot, ragged, and sunburned, and bore evidence of having undergone much privation. He said that, on the whole, they were well treated by the Filipinos, especially by Aguinaldo. The Filipino treatment of the Spaniards was brutal in the extreme. He has seen Spaniards dying of starvation at the rate of two or three a day in the hospitals of Vigan. Tagalog officers often struck Spaniards in the face with whips and revolvers.

"He laughs best who laughs last." If you take Hood's Sarsaparilla you may laugh first, last and all the time, for it will make you well.

THE SCHOOL JOURNAL

(Established 1870), published weekly at \$2.00 per year, is a journal of education for superintendents, principals, school boards, teachers, and others who desire to have a complete account of all the great movements in education. We also publish THE TEACHERS' INSTITUTE, monthly, \$1 a year; THE PRIMARY SCHOOL, monthly, \$1 a year; EDUCATIONAL FOUNDATIONS, monthly, \$1 a year; OUR TIMES (Current Events), semi-monthly, 50 cents a year; ANIMALS, monthly, \$1.50 a year; and THE PRACTICAL TEACHER, monthly, 30 cents a year. Also Books and Aids for teachers. Descriptive circular and catalog free. E. L. KELLOGG & CO., 61 E. Ninth Street New York.

The Educational Outlook.

A Talk to Business Men.

Before the Citizens' Trade Association, of Cambridge, Prof. Paul H. Hanus, of Harvard, recently gave an interesting talk upon "Educational Problems." Realizing that by most practical men the recent changes in educational methods are not very well understood, he devoted himself to an exposition of the reasons which have led to changes in the school curricula. He made clear, for instance, the ineffectiveness of the nine years' course in arithmetic, showing the reasonableness of the introduction of algebra and geometry into the elementary schools. A great deal was made of the necessity of enlarging the mathematical horizon. It is a mistake to suppose that arithmetic is the only disciplinary subject; all subjects are disciplinary.

Similarly grammar, which to many persons seems to be neglected in the schools, is not really neglected; it is taught in a more practical way, the formal and theoretical parts being reserved until the student passes into the high school. The road to grammar lies thru simple language exercises.

In speaking of the faults of our schools, Prof. Hanus said that the latter still do too little in bringing the pupil to a realization of his own powers. It is often hard to tell whether a pupil ought to be at school or not. Many who do not respond to purely intellectual problems, become alert when confronted with concrete work. The course of study in the elementary schools is still too inflexible; it ought to be possible to advance the bright pupils faster than they now go.

One of the most encouraging aspects of the educational situation, Prof. Hanus says, is the professional spirit which teachers are everywhere developing. Never were so many technical books on educational subjects published as now; never was there so much good periodical educational literature.

Gen. Miles on Education.

At the graduating exercises of the famous Peirce school, Philadelphia Dec. 23, Gen. Nelson A. Miles was the guest of honor. He spoke eloquently upon the progress made in educational matters during the last decade, and declared that to the women of the country a great debt of gratitude is due for their interest in the welfare of schools and universities. It is a significant fact that the largest single benefaction made for educational purposes is that given by Mrs. Hearst to the University of California. Gen. Miles believes that the cause of education rests mainly with the women; they are more apt than men to have the instincts of a true teacher.

Patriotic People of Billings.

BILLINGS, MONT.—This town deserves the educational banner; it will keep the schools open nine months in the year in spite of a recent decision of the supreme court of Montana to the effect that all special school taxes levied under the present law are illegal. Altho the tax was thus illegal and the commissioners had no power to collect, it has been raised with only one hundred dollars deficit. Only four taxpayers in the town refuse to pay. This circumstance is the more remarkable since all the other Montana towns have failed to collect. The local school board is in receipt of a letter of congratulation from State Supt. Carleton, in which he expresses the opinion that such unanimity has never before been displayed in an American city.

Michigan Normal School Changes.

Normal schools in Michigan for the past two years have furnished abundant topics for conversation in school circles. The Northern normal was established last winter and located, and a faculty selected during the summer. Dr. Boone, of the Ypsilanti institution, left to accept the Cincinnati superintendency. Then came several changes in the Mt. Pleasant school faculty. Dr. Boone's successor was finally announced to be Dr. Leonard, of Syracuse, N. Y. Hardly had this election been announced when Principal McKenny, of Mt. Pleasant resigned and accepted the presidency of the Wisconsin state normal, at Milwaukee. December 27, the state board of education elected Prof. C. T. Grawn, director of the Normal Training school, at Ypsilanti to succeed Mr. McKenny. Mr. Grawn's place has not been filled.

Reform in University Teaching.

President Hadley, of Yale, in a speech before the Yale Club of Chicago has expressed the belief that before long we shall see such a reform in the teaching work of the university as will bring all college departments into harmony both with the schools below them and with the life after them. It is the duty of the college, not to prepare directly for business or professional life, but rather to co-operate with the store and office life that is to follow and to teach those things which could not be learned in the store or office, so as to make the man big enough to see things outside his professional rut.

The Financial Situation in N. Y. City.

There is no use in anybody's pretending to know much about the present salary muddle in New York city. Questions concerning the salary lists a year hence, concerning the continuance in the schools of art, music, and books, concerning the very life in short of the schools are most of them insoluble today; or at least for their solution one must ask of the wisemen at Albany. The problem that is immediately pressing is that of getting the December salaries, with back pay rendered mandatory by the Ahearn law.

Mr. Coler Interviewed.

At the Stewart building, where the tax mills grind slowly Mr. Bird S. Coler, controller of the city, was found, by a SCHOOL JOURNAL representative, to be in a spirit of sanguine hopefulness.

"Well, yes," he said, "I am not surprised that you hear of teachers who are getting hysterical. But the delay will not be long now. We are working eight-hour shifts in this office, day and night. I have sixty men at the task. We hope to have the rolls all ready by Jan. 15.

"As you probably know, it is a case of changing systems of bookkeeping. Soon after I came into this office, my attention was called to the system employed by the board of education. Probably you have been in there and seen it in operation?

"Yes. Well, then you know it is a very primitive card catalog affair. Time and again it has proved itself utterly inadequate to any strain. It is not real bookkeeping at all. I could go in any day and steal half a dozen cards, thereby utterly destroying all record of six teachers' financial relations with the city.

"Naturally when I looked into such a system, I determined to substitute something better. With the help of several financial experts I have arrived at a plan which I believe to be sound and business-like. At any rate it is being tested under most adverse circumstances. Every teacher's account has several possible items that have to be sharply looked into. It is all slow business but once done it will be done for good."

The Board of Education View.

Mr. Joseph J. Little, president of the board of education, does not admit the justice of Mr. Coler's criticism of the auditing department at 34 Grand street. At the board meeting of Jan. 3, he made a spirited rejoinder to Mr. Coler's animadversions. More lately, speaking for THE SCHOOL JOURNAL, he said that in his opinion, Mr. Coler is trying to saddle upon the board of education a new form of bookkeeping which is neither necessary nor suited to their desires.

"The test of a system," he said, "is the way it works. The plan of bookkeeping employed by Mr. Cook and his subordinates in our auditing office may be primitive and it may not; at any rate it works. It has answered every legitimate demand upon it. Most of us, who are practical business men with at least as much experience as Mr. Coler can have had, are convinced that the old system, by virtue of its very simplicity, is just what the board needs. It isn't the most complex and highly organized scheme that works best in everyday life. I have not looked into Mr. Coler's so-called improvements as carefully as I should like to, but I have never seen any reason for being dissatisfied with what we have.

"I don't see that Mr. Coler's stealing a pocket full of cards has anything to do with the case. If anybody were to steal Mr. Coler's watch, Mr. Coler would be left without the means of telling time; yet that is no argument against Mr. Coler's watch. A fire at any time may destroy even the records and ledgers in the controller's office. Let Mr. Coler point out an instance in which our system has failed.

Other Opinions.

Supt. Maxwell does not take a particularly cheerful view of the situation. He expressed the opinion that the little question of bookkeeping and of the December salaries is insignificant compared with the larger problems affecting the future welfare of the schools. Speaking of the boroughs of Richmond and Queens, in which present distress is greatest, he said that for them nothing could be done except thru Albany. Some drastic measure has got to come thence.

Dr. Henry M. Leipziger, supervisor of public lectures, reported that the work of his department, including some valuable additions, will go on as usual for the rest of this educational year. The report that the lectures are to be stopped was premature. In fact a number of important new features have been added. Three new lecture centers have been established, making in all forty-six neighborhoods which are reached. Books of reference are being distributed at many of the centers and a plan has been devised for optional examinations at the close of each course.

Dr. Leipziger believes that means will be found for continuing the work another year.

Some of the Complications.

Commissioner of Accounts Hertle has explained some of the intricacies of bookkeeping which make the task of getting ready the teachers' checks one of great magnitude. New York teachers are fined for tardiness; sometimes the salary for one minute has to be deducted. In a given month a teacher may be absent for three days, five hours and thirty-seven minutes,

and deductions must be made for each minute. The fines, of course, go to the credit of the city, and have to be divided between the Ahearn fund and the general fund. This involves examples in ratio and proportion in the case of every teacher who is absent. Instead of 80,000 computations the commissioners find that they have operations without number to perform.

There is a further complication. After the accounts have been made out in the new way, they cannot, according to some authorities, be paid unless Auditor Cook, of the board of education signs them. Now it is a matter of wonder whether he will be willing to take the figures of the department of accounts and sign them blindly. For the sake of the teachers it is to be hoped that he will not have to verify each account.

Big Cuts Inevitable.

It is reasonably certain that the January schedule will reveal a wholesale cut for the 6,000 teachers of Manhattan and the Bronx. Only those who have profited by the \$600 mandatory provision of the Ahearn law will escape. The appropriation for 1900 is less by \$600,000 than the amount asked for. Some of the salaries will be reduced as much as \$200 or \$300.



Other Notes from the Metropolitan Districts.

The Schoolmasters' Club will hold its annual "Ladies' Night" meeting Saturday evening, Jan. 13, at the St. Denis. The program will be musical in character. The dinner hour is 6 P. M.

The Schoolmasters' Association of New York and vicinity, will hold its ninety-fifth regular monthly meeting, on Saturday, January 13, at 10.30 A. M., in the Brearly school, No. 17 West 44th street, Manhattan. Messrs. Caskie Harrison, John T. Buchanan, Harry F. Towle, and George H. Hooper, will open the discussion of the question of college entrance requirements in Latin. The following are candidates for active membership in the association:—Abram Fischlowitz, Boys' high school (annex), Manhattan; Everett C. Willard, superintendent of schools, Stamford, Conn. The meetings of the association are open to all that are interested in secondary education. Blanks for application for membership, notices of the topics to be discussed at the regular meetings, and the annual report for 1898-1899, may be had of the secretary. The address of the treasurer, Mr. I. L. Rogers, is No. 423 Madison avenue, Manhattan. THEODORE C. MITCHELL, Secretary.

The School of Pedagogy of New York university is preparing an elaborate exhibit for the Paris exposition, illustrating its present work and that which has been done since its founding, ten years ago. The exhibit will consist of photographs, historical and descriptive statements, etc. A full report of the exhibit will be given later.

Professor Weir and Dr. Montaser will represent the School of Pedagogy on the faculty of the New York University Summer school, next July and August.

Money for Buildings.

The board of education's appropriation for 1900, for the maintenance of the schools and for the erection of new buildings with the purchase of sites is \$4,275,404 as against \$3,923,947 appropriated last year. The increase is nearly all for building purposes, the actual amount allowed for salaries of additional teachers who may have to be appointed during the year being only \$20,000. For the completion and furnishing of the new high school there is an allowance of \$137,689, which is considered very liberal. The sum of \$10,000 is set aside for the laboratory of the new high school, but no specific provision has been made for the benefit of the astronomical observatory, the properties of which are lying about the country in packing cases awaiting shipment.

Mr. Carnegie Endows Cooper.

For some time the board of education purposed the establishment of a mechanics' art day school. The offer of the Cooper Union building rent free was made them by the trustees, but they seemed to prefer carrying out the idea independently. Nothing, however, was done to put the plan into operation, tho Supt. Maxwell expressed himself in a letter to ex-Mayor Abram S. Hewitt as believing in the great need of such an institution. Some further correspondence passed between them on the subject.

In the meantime Mr. Carnegie and Mr. Hewitt had some talk on the subject of which the following letter to Mr. Hewitt was the outcome.

New York, Dec. 20, 1899.

MY DEAR FRIEND:—I have just learned that \$300,000 would enable the trustees of Cooper Union to establish the last department of the great founder's scheme, namely, a day school, similar to your highly successful night school, which gives practical instruction calculated to enable the young to become first-class workmen. Perhaps you will permit me to supply the sum needed. As a humble follower of Peter Cooper, among the first of our disciples of the true gospel of wealth, it would be a rare satisfaction indeed for me to be allowed to feel that I had contributed the last stone, as it were, to the cairn of his great benefaction.

If I am thought worthy of being granted this privilege, I

shall send you \$300,000, good railroad five per cent. mortgage bonds, and thank you for the opportunity.

Always with sincere regard, your friend,

ANDREW CARNEGIE."

Mr. Hewitt in an interview spoke in eulogistic terms of the good work Mr. Carnegie has done in many directions. This, his latest benefaction, will enable the trustees to put into execution the last object which Mr. Cooper had in view. The school will provide for the instruction of 500 pupils. About \$50 a year will be devoted to each student, that being the income on \$500,000 divided among 500. The plan is to open the school next autumn. The apartments on the ground floor will be used as classrooms.

Ultimately, Mr. Hewitt said, it is hoped to have 1,000 or more pupils, as that is easily the capacity of the building, but to do this, funds to the amount of \$1,000,000 will be required.

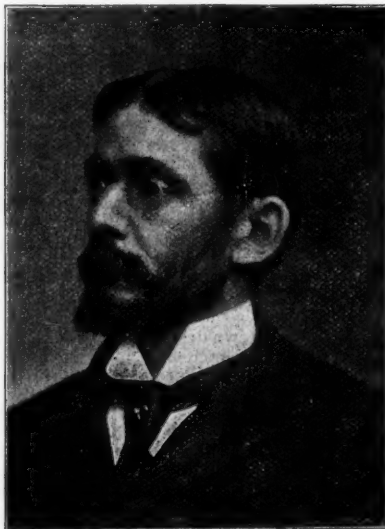
New Horace Mann School.

The building department has received for consideration plans for the new Horace Mann school. The estimated cost of the building will be \$350,000. The ground was conveyed to the trustees last spring by James H. Jones for \$100,000, a sum which did not represent one-third of its actual market value.

The facades of the structure will be in brown stone and Holland brick; the roof of steel and slate, surmounted by an ornamental cupola over the entrance. The new school will be on 120th street and Broadway. The architects are Josselyn, Howells and Stokes.

War Upon Brandy Drops.

Temperance people in Jersey City are making a determined effort to stamp out the practice of selling chocolate drops filled with brandy to school children. A number of candy stores are dealing in so-called brandy drops which, upon examination, prove to be filled with a cheap grade of whiskey. Already several cases of partial intoxication of school children have been reported and a determination has been aroused to punish the guilty vendors.



SUPT. WILLIAM E. CHANCELLOR, Bloomfield, N. J.
Recording secretary of the New Jersey Association for the study of children and South.

Philadelphia Notes.

A good work was done in Philadelphia schools during the recent holidays. Every one of the 7,000 school-rooms of the city was thoroughly disinfected, under the supervision of Chief Disinfecter Edw. S. Cook. The task was one of considerable magnitude, but the progress of the work was materially helped by the school janitors, who had been previously instructed in a formal letter and had their buildings all ready for the disinfection by the time the corps reached them.

The disinfectant employed was formaldehyde gas, which is pumped from a generator into tightly closed rooms. After the gaseous treatment the floors are washed thoroly with a disinfecting compound.

Like a bolt from the clear sky comes Mayor Ashbridge's veto of the ordinance intended to take from the board of education authority over the purchase of sites for school-houses. The city solicitor had already expressed the opinion that the ordinance was legal. The mayor, however, discovered certain flaws. In especial he saw that, altho it was aimed primarily at the board of education, it was so general in terms that it would apply with equal force to the purchase of lots for fire or police stations, for parks, water works, etc. So much power, the mayor believes, should not be lodged in councils.

Educational people are hoping that, even if a new ordinance is drawn up naming the board of education, it may be vetoed by the mayor; they object to the principle of allowing a legislative body like councils to perform an executive act.

Interesting Items from Everywhere.

Dr. Waite A. Shoemaker, professor of psychology and methods in the state normal school at St. Cloud, Minn., has been elected president of the Minnesota Educational Association. Dr. Shoemaker is a graduate of the New York University School of Pedagogy, receiving the degree of doctor of pedagogy at the university commencement last June.

BOSTON, MASS.—Mr. Frederick Hopkins, director of drawing in the Boston public schools, and Supt. P. Seaver, with a corps of assistants, have been engaged in sorting out the most representative work for the past year from the different schools to be sent to the Paris Exposition. Mr. Wheelwright, the city architect, will add a number of photographs of the finest school buildings in Boston. The work will all be shown by photographs. They will be sent to Paris before February 1.

SOMERVILLE, MASS.—Gordon E. Southworth has been unanimously re-elected superintendent of schools and temporary secretary of the school board. Mr. Southworth is now entering upon his eighth year as superintendent of schools.

CAMBRIDGE, MASS.—Funds have been given by Assistant Professor Coolidge and J. Randolph Coolidge, of Boston, which will enable the Harvard library to purchase a great collection of books made by Count Riant, relating to the crusades and the history of the Latin East. The collection numbers 15,000 volumes including a hundred books printed before 1500 A. D.

ITHACA, N. Y.—The advance copy of the Cornell University Register shows a gain of 202 members of the university, the total to date being 2,240 as against 2,038 at this time last year. This is the largest registration ever reached in the history of the university. In June, 1899, 412 degrees were conferred, making a total of 5,167 degrees given since the university was established.

The authorities of the Boston Museum of the Fine Arts have for a long time been considering the question of moving. Since the neighborhood of Copley square has become built up with tall apartment houses, there has been constant fear that the treasures of the museum might be lost thru fire. It is now definitely announced that a tract of about 600,000 square feet of land has been purchased in the Back Bay Fens and that plans for a new building, commodious enough for the ever increasing needs of the institution, will be presented.

SPRINGFIELD, ILL.—An examination for free scholarships in the Illinois state university will be held on June 2. Intending candidates should send their names to Alfred Bayliss, state superintendent of public instruction. The opportunity is a good one for young teachers who wish to follow a university course.

DETROIT, MICH.—Miss Elizabeth Carnes, physical culture teacher in the schools of Detroit, has issued a sort of *ultimatum* to the teachers, warning them that they must not wear corsets. She has stated that she hopes soon to have the power to enforce her decree. The members of the school board, however, are against interfering with the personal rights of the teachers, tho several have declared that if corsets are an impediment to the work of education, the corsets must go.

BOSTON, MASS.—Maj. Frank H. Briggs has presented the Paul Revere school with a large photograph of Macmonies' statue of Nathan Hale. The exercise commemorative of the death of Washington was selected as an appropriate occasion for the presentation. Maj. Briggs was at the school and in a brief address told the pupils the story of Nathan Hale. There were also short speeches by Hon. H. S. Blanchard, of the Custom House, and Mr. H. L. Blanchard, headmaster of the school.

ST. PAUL, MINN.—The meeting of the Minnesota Educational Association was the most successful ever held. It included important addresses by Mr. J. A. Bond, president of the association; by Miss L. E. Stearns, librarian of the Wisconsin library commission; by Mr. E. VanD. Robinson, principal of the high school, St. Paul; by Mr. Waite Shoemaker, the newly elected president; by Gov. Lind, of Minnesota. Supt. E. B. Andrews, of Chicago, was present and spoke upon "Reform in Teaching Geography." He declared that it is all wrong to begin teaching geography from maps. The child starts off with a wrong idea of the surface of the earth, and it is very hard to disabuse the mind of this impression. The study should begin from the globe.

LITTLE ROCK, ARK.—The meeting of this association was held but a single day, that of Dec. 26, since most of the members were booked to attend the large Southern Educational Association at Memphis. The meeting, tho short, was very profitable. Mr. W. A. Crawford, president of the association, made a strong plea for the betterment of the Arkansas rural schools. In the towns there is constant progress, but the country schools are no better than before the war. Improvement can come only thru a law requiring every county to elect a superintendent with full power to organize the schools in his jurisdiction. At present a condition of educational anarchy prevails in parts of the state.

Educational Conventions.

Three State Associations at Syracuse.

SYRACUSE, N. Y.—This city was alive with educators during the holiday week. The attendance of the Associated Academic Principals amounted to fully five hundred. At the preliminary conference, the night before, the formal opening of the convention, Chancellor J. R. Day, of Syracuse university, spoke on "The State Schools and Their Supervision." He favored unification of the educational system of New York thru a board of regents, elected in a non-partisan way, with a chancellor of their own selection and without assistance from the governor. Under this chancellor and responsible to him alone, he would have superintendents of elementary schools, of secondary schools and of the colleges. Above all things, politics should be kept out of the schools.

DR. DEWEY HONORED.

In the absence of Dr. Melvil Dewey, who has recently resigned his position as secretary of the University of the State of New York, the following resolution was adopted:

Whereas, This association has learned of the resignation of Melvil Dewey, under whose administration as secretary the University of the State of New York has become one of the most effective educational agencies of the United States.

Resolved, That the Associated Academic Principals of the State of New York extend to Mr. Dewey their gratitude for the inestimable services rendered by him to the educational work of the state and at the same time express their intense satisfaction that as director of the New York State Library and of other interests included in the department of home education, a work in which he has a world-wide reputation, his extraordinary talents are still to be at the service of the state, thus assuring us of his wise counsel in our future deliberations.

THE REGENTS ATTACKED.

Chancellor Day's position was assailed on Thursday morning by Mr. Danforth E. Ainsworth, deputy superintendent of public instruction. Mr. Ainsworth said that it was a slander to say that politics entered into the public school system of the state of New York. The board of regents were characterized as a lot of old men not one of whom spends more than a minute and a half per day over the work. "The board," continued Mr. Ainsworth, "contains lawyers who are superannuated editors out of positions, and clergyman about to die."

Of a less acrimonious and possibly more profitable nature was the discussion among the grammar school principals of the value of manual training in grammar school work. Prin. W. H. Scott, of Syracuse, was the leading speaker.

Mr. Scott told of the introduction of sloyd into the Porter school three years ago. It was a novelty at first and the children went wild over it. Then followed a period of indifference as they found that care and accuracy were insisted upon just as in other studies. Soon, however, they fell into the spirit of the thing and it has become as essential a part of the school program as arithmetic. They all take it seriously and are anxious to do things right, because they have learned that they must do them right.

Other principals agree with Mr. Scott that manual training has come into the grammar schools to stay. All asserted its unique disciplinary value.

About fifty delegates were present at the meeting of the State Science Teachers, held at the College of Medicine. They were welcomed by Dean Albert Leonard, of Syracuse university. Prin. F. B. Stowell, of the Potsdam normal school, spoke on the sequence of the sciences in the ordinary school curriculum. He said that he was forced to the conclusion that the order of sequence must in most cases be determined by utilitarian considerations. One subject, unfortunately, that of physiology—is by law beyond the jurisdiction of the educator. Personally he attached great importance to the biologic studies and would have them taken up with reference to man as a final cause. All science work should be largely laboratory, and, where possible, wholly so.

The annual address was delivered by the president of the association, Leroy C. Cooley, of Vassar.

The Pride of Kansas.

WICHITA, KAN.—"The highest pride of Kansas is in her schools" said Capt. J. G. Waters, when he extended a welcome to the delegates of the State Teachers' Association. "Tho only thirty-eight years old she has made ignorance a crime and stands first in culture and education."

Among many other good talks at this convention was that of State Supt. Nelson, who advocated country high schools all over the state. They serve the purpose of making a good secondary school education possible to its young people on the farms. Many towns are struggling to maintain high schools when they might better join in maintaining a good country school.

Miss Helen N. Eacker, superintendent for Ottawa county, read an interesting paper which excited much discussion on the subject of the grading of country schools on city plans—whether it is desirable or not.

The association closed with a lecture by Prof. Byron W. Ring, of Pittsburg, Pa., whose subject was "All the World's a Stage." It was a plan for a cheerful and willing playing of

one's part. To drag complainingly to a task is slavery; to work with pleasure is liberty. Greater rewards than gold are for him who loves his work.

The Illinois Annual Convention.

SPRINGFIELD, ILL.—A large number of the leading educators of Illinois came together at Springfield for the meeting of the Illinois State Teachers' Association. There was a good symposium on "The Ideal Country School," which was discussed under four heads, as follows: "Material Conditions," W. F. Rocheleau, Chicago; "The Qualifications for the Teachers," James E. Kirk, Southern Illinois normal; "How to Secure and Retain Such Teachers," Supt. R. G. Young, Rock Island; "Adaptation of the State Course of Study," Cora M. Hamilton, Pontiac Township high school.

Dr. A. F. Nightingale, of Chicago, created a sensation by introducing a resolution which called for the repeal of the state law compelling the teaching of physiology in all public schools above the third year. Dr. Nightingale believes the present law to be unconstitutional and its application harmful. His resolution was referred without debate.

Supt. W. H. Maxwell, of New York, spoke on "The Ethics of the Teaching Profession," and Supt. E. Benjamin Andrews, of Chicago, on "Patriotism and the Public Schools."

Important resolutions were adopted by the convention, favoring a merit system of appointment of teachers and incidentally supporting Dr. Andrews. Part of the resolution is here given:

Whereas, The members of the Illinois State Teachers' Association believe that everything partaking of the nature of favoritism should be excluded from the appointment of teachers; and,

Whereas, This can be done only by giving superintendents the right of naming teachers and maintaining this right, to prevent the appointment of those whose qualifications are not satisfactory; therefore, be it

Resolved, That this association is in hearty sympathy with Dr. Andrews, superintendent of schools, Chicago, in his effort to maintain this principle, and we extend to him our congratulations upon the dignified stand he has taken.

The committee on nominations reported the following officers for the ensuing year, and the report was adopted: President, A. V. Greeman, Aurora; first vice-president, F. N. Tracy, Kankakee; second vice-president, Wm. M. Roberts, Chicago; third vice-president, J. E. Bangs, Pontiac; secretary, Joel M. Bowlby, Carbondale; treasurer, Wm. R. Hatfield, Pittsfield.

Maine Pedagogues are Welcomed.

BANGOR, ME.—The Maine Pedagogical society opened its twentieth annual convention in City Hall on Dec. 28, with Mr.

John S. Locke, of Saco, in the chair. The attendance was large and included, besides the teachers, several hundred Bangor people who were interested in educational matters.

The good-will of the city was extended by Mr. Arthur Chapin, mayor of Bangor, while the Rev. E. E. Pember, of the Universalist church, welcomed the convention in behalf of the local school board. Then followed reports by the president and secretary, and then State Supt. Stetson delivered a breezy address on "What Next?"

He claimed that we are passing into a new phase of educational development. We have for some years been in the hands of educational promoters. Their work is in its main outlines complete. The educator of the future will not be so anxious to effect new schemes of organization as to perfect what has already been gained. In especial the work of education must once again center around the family hearth; the school is but the auxiliary of the home.

On the second and third days of the convention a variety of topics was handled. Miss Snow, superintendent of schools in Bangor, discussed plans for making the teachers' meeting effective. Supt. C. M. Lord, of Portland, had intended to speak upon the good and the bad features of the marking system, but announced that upon consideration he had decided that the system had no good features. Accordingly he denounced the whole business of assigning marks. Most of those who joined in the discussion would not go so far as Mr. Lord, but all agreed that the practice of daily marking is an abomination and should be abolished.

The last day was devoted to the problems of the rural school. Mrs. N. L. Curtis, of Brownville, made a plea for co-operation of parents: Eighty per cent. of the schools of Maine report no visits from parents during the past year. The rural communities ought to interest themselves in the welfare of their schools. Money is not the only condition of successful education; there must be intelligent interest and appreciation of good work. Continuing the topic, Prin. W. J. Corthell, of the state normal school, said that the rural school-house ought to be the center of the intellectual life of the rural community; it ought to have an influence in making life in the country inspiring and enjoyable. It ought to train its pupils to love the country. Supt. J. A. Tuttle, of Boothbay Harbor, pleaded for the union of towns for the purpose of better supervision of schools. There is need of more singleness of authority, and there should be an effort on the part of superintendents to check frequent changes of teachers.

The officers for the ensuing year are as follows: President, Miss Mary S. Snow, Bangor; vice-president, F. W. Johnson, Waterville; secretary and treasurer, C. F. Cook, Augusta; corresponding secretary, F. C. Ball, Bangor.

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THE SCHOOL JOURNAL

NEW YORK AND CHICAGO

[Entered at the N. Y. P. O. as second-class matter.]

Published Weekly by

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The Educational Building,

61 E. NINTH STREET, NEW YORK.

267-269 WABASH AVE., CHICAGO.

THE SCHOOL JOURNAL, established in 1870, was the first weekly educational paper published in the United States. During the year it published twelve school board numbers, fully illustrated, of from forty-four to sixty pages each, with cover, a summer number (one hundred twenty-four pages) in June, a private school number in September, a Christ's number in November, and four traveling numbers in May and June. It has subscribers in every state and in nearly all foreign countries.

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Interesting Notes.

A Formidable African Potentate.

The most formidable personage with which the French, British, and others have come in contact in Africa is the sultan Rabah, who rules over the vast region between Darfur and Lake Tchad. He was the son of a slave and a foster brother of Zebahr, a former ruler in the Sudan. The slave raiders having been suppressed with a heavy hand in the Egyptian Sudan, and

there being no career for him in his old haunts, he decided to enter virgin fields and make an empire of his own. His thoughts and arms were first turned to the Congo basin, in the southwest, and he invaded the country of the Banda and defeated the tribes that opposed him. He was driving them toward the Mobangi river, when the failure of his commissary department induced him to change his plans. He had little food and was uncertain of getting more in the south. So he turned to the northwest, and decided to lay out his empire in that direction, abandoning the Congo to appropriate the central Sudan. He conquered the sultans of Dar Runga, Bagirmi, Bornu, and others, and established his capital at Dikoa, south of Lake Tchad and this is now the seat of his power. His army is said to number 30,000 men.

Kindness and cruelty alike have been exercised without stint to augment his authority and prestige. Some of his trusted lieutenants were left in charge of every conquered region and were responsible to him for the fealty of their respective districts. Every square mile of territory over which he has assumed authority since he began his march remains in his possession



to-day. Every people he has made his own has paid him taxes from the time he asserted his rule over them. Every child that has been born in his growing domain bears the mark of Rabah. The edict went forth that the parents of each newborn child should scar each cheek near the nose with a sign like the letter **M** laid on its side. This sign means that the person bearing it has been from his birth a subject of the sultan Rabah and the penalty for failure thus to mark all children is death.

Rabah is now in the heyday of his power and there are as yet no signs of any weakness in his great organization. He is absolute master of the large region he has conquered, and though the whole of it is shown on the maps as partitioned between England, France, and Germany, they do not control a single foot of it and are not likely to do so until they think the game is worth a large military expedition and expenditure on a war scale.

Germany and Great Britain.

The relations of Germany with Great Britain and the United States were revealed



COUNT VON BULOW.

by a recent interview with Count von Bulow, the German secretary of state. As showing the friendly relations between the countries he says: "Latterly there has been the reception of Mr. Cecil Rhodes by the kaiser, and the ratification of an arrangement for trans-African telegraphic communication. Now you must remember that but a little while ago Mr. Rhodes was the best hated man in Germany. But these two pieces of conciliatory policy, which might well have been taken as evidence of our desire to be most agreeable to the English, were summarily nullified, almost immediately after the reception of Mr. Rhodes, by the

British bombardment of Apia, which aroused Germany to the quick. A strong ill feeling was aroused, which seemed to crush all our good work. It was soothed, however, somewhat by the subsequent Samoan policy, the good fruits of which to this country we freely admit were largely due to the diplomatic action of the United States, which laid its weight of persuasion on our side.

"This was followed, even after the Boer war, so unpopular here, by the kaiser's visit to England. But that was a private affair; but if cordiality exists between the two countries, there must be common interests, and England must lose the habit of taking all for herself and giving nothing to her partners and the rest. To-day every man in the streets is for the Boers and against the English, and the war news is watched here with the utmost interest."

When asked if the United States should play the part of friendly broker, what could Great Britain give Germany in Africa? Count von Bulow said:

"There is a small place called Walfish bay, which is not much good to the English, nor would it be of great utility to us, but it is a matter of pride. We don't like to have a place in our midst which is like Gibraltar to the Spaniards. It is galling to us. And, further, there is Zanzibar. Yes, that, too, is in the middle of our territory, but England would scarcely give it to us without our paying for it."

Notwithstanding the count's remarks Walfish bay is considered one of the most important points on the southwest coast of Africa. Zanzibar also would be an important possession.

Will France Fight China?

A Franco Chinese war is said to be threatened over the fixing of the boundary of French "leased" territory at Kuang Chou bay, on the Tonkin border. This dispute is of several months' standing, the French having demanded thrice the amount of territory which China is willing to concede under France's original demand for an open port there under French control. Marshal Su, China's most famous general, has been sent to Kuang Chou bay, with 30,000 men with special orders from the empress dowager to uphold the Chinese cause—to fight if necessary without any further orders from Peking.

Lander Will Lecture on Tibet.

Walter Savage Lander, the man whose thirst for adventure and scientific knowledge led him into sufferings in Tibet that appalled the civilized world, has just arrived in America on a lecturing tour. Riding on a spiked saddle and being burned with red hot irons were some of the cruelties practiced on him by Buddhist priests. Mr. Lander is a grandson of Walter Savage Lander, the poet and critic.

Mr. Morgan Stays a Panic.

There was a panic in Wall street, New York, recently which J. Pierpont Morgan ended by a single stroke. The demand for money on the Stock Exchange was frantic, and rates of interest for money flew up until they reached 186 per cent. At this point Mr. Morgan intervened. He loaned \$1,000,000 to Stock Exchange borrowers at six per cent. The effect was magical; the panic subsided; timid capitalists began to loan money at normal rates. It was Mr. Morgan's unerring judgment that enabled him to restore confidence to the market.

Japan's Modern Palace.

An imperial palace is to be built in Japan on the plan of the twenty-story Broadway skyscraper. The palace is to be built at Tokio for the son of the mikado, the crown prince of Japan, who wants to test structural steel against earthquakes. The build-

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CONDENSED STATEMENT FOR 1898

Income	\$55,006,629 43
Disbursements	35,245,038 88
Assets, Dec. 31, 1898	277,517,325 36
Reserve Liabilities	233,058,640 68
Contingent Guarantee Fund	42,238,684 68
Dividends Apportioned for the Year	2,220,000 00
Insurance and Annuities in Force	971,711,997 79

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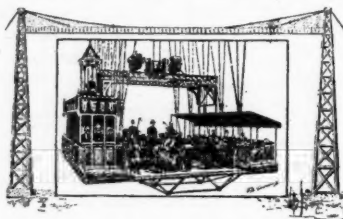
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ing will have a frontage of 385 feet and will be 260 feet deep. It will be built apparently of Japanese granite, but within each stone pier will be concealed a steel core. The steel of the walls will be knit together by the floors of the stories, and will be joined at the top so that vibration at the base will be a vibration of the whole, and separate wrenching and give will be impossible.

Novel Bridge at Rouen.

French engineers have just constructed a novel bridge over the Seine river at Rouen. The passengers and vehicles wishing to cross the river are carried over on a car suspended by cables from a light suspension bridge, which is placed at a great height above the water, so that it cannot interfere with any kind of shipping. At the same time people are not delayed in crossing, as they would be by an open drawbridge.

On the banks of the river engineers have constructed steel towers, each 210 feet high. Between these two towers is stretched a horizontal platform, held up by steel cables attached to the tops of the tower. This platform is placed high enough to allow easily of the passage of the tallest masted sailing vessel, its height being 165 feet. It is not used at all for the



passage of the public, but carries two sets of rails on which run rollers from which are suspended vertical steel cables. At the bottom of these cables is hung a massive platform, which is situated at exactly the height above the water of the quays on each side.

The suspended car is forty feet long and forty-five feet wide. It is very much like a New York ferryboat. It includes in the central part a place for wheeled vehicles twenty-five feet in width, and places for pedestrians along each side. On one side there is a covered cabin for passengers of the first class, while there is a similar shelter on the other side for second class passengers.

The motive power which carries the car across the river is electricity. The machinery is regulated by an electrician who is placed in a little lookout house high above the other passengers on the car.

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Prof. Fessenden and his assistant, Prof. Kintner, in the electrical laboratory of the Western university of Pennsylvania have produced a receiver for wireless telegraphy that is 2,000 times as sensitive as the so-called "coherer" of the Marconi system. Marconi showed that messages could be sent ninety miles. As their receiver is vastly more sensitive they will be able to send them much farther, but just how far will have to be demonstrated by experiment.

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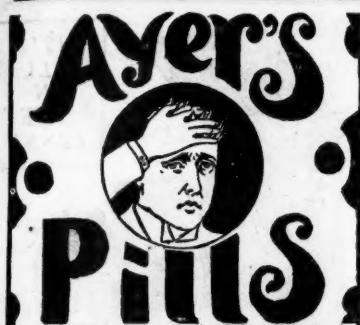
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Heine was born at Düsseldorf some time during the month of December, 1799, but he always celebrated Jan 1 as his birthday. Most of us think of him as a poet, yet journalism was the profession by which he earned his daily bread. He is remembered for those poems because of the wonderful singing quality which made them well adapted to the musical accompaniments composed for them by Schumann and Mendelssohn.

Heine was born a Jew, but embraced Christianity when a young man. The wit of his prose and the elegance of its diction would have gained him fame had it not been for the naturalness of his poems, the spontaneity of his songs, that far outshone his more labored writings. More than caustic, savage, in fact, in his criticism, he was at the same time the peer of Burns and Beranger in his poems. "Du bist wie eine Blume" will go down the ages side by side with "Coming Through the Rye."

Dreaded Influenza.

Influenza is once again claiming its victims from among us, and it must be remembered, the disease has its protean aspects. It is generally admitted that the bacillus is the cause of influenza and that the disease is highly infectious, as it spreads rapidly from a certain focus through the ordinary roads of travel, but goes faster than it can be carried in this manner. The disease assumes various types, due we suppose to the bacilli attacking that portion of the human organism which offers least resistance, and which differs in different individuals. The fever sometimes is almost the only symptom and this may continue for days or even weeks, and may lead to a mistaken diagnosis of typhoid fever or continued type of malarial fever. Five-Grain Antikamnia Tablets always reduce the fever and control the pain. Many times this is all that is necessary.—*Medical and Surgical Journal.*

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is intended to nourish and sustain us, but it must be digested and assimilated before it can do this. In other words, the nourishment contained in food must be separated by the digestive organs from the waste materials and must be carried by the blood to all parts of the body. We believe the reason for the great benefit which so many people derive from Hood's Sarsaparilla lies in the fact that this medicine gives good digestion and makes pure, rich blood. It restores the functions of those organs which convert food into nourishment that gives strength to nerves and muscles. It also cures dyspepsia, scrofula, salt rheum, boils, sores, pimples, and eruptions, catarrh, rheumatism and all diseases that have their origin in impure blood.

We hear so much talk of the foreigner that it will be interesting to note that the census only shows 15 per cent. of the people of the United States are foreign born. North Dakota has the highest per cent. foreign 44.5, while West Virginia has but 2.5. Illinois shows 22 and New York 26.

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INTEREST IN ITS RELATION TO PEDAGOGY

By Dr. WILHELM OSTERMANN,
 Superintendent of Schools at Oldenburg, Germany.

Translated under the auspices of the New York Society for the Comparative Study of Pedagogy, and edited by Dr. Edward R. Shaw, Dean of the School of Pedagogy, New York University.

This is an important new book on a most important question in pedagogy. The first three sections of the work are: (1) Origin, Nature, and Kinds of Interest; (2) Importance of Interest in the acts of Ideation and Reasoning; and (3) Importance of Interest in Volition and Action. The fourth section contains pedagogical conclusions and applications which will show where and in what manner the results of psychological researches may be turned to account in Pedagogy. The book is regarded in Germany as an able and scholarly discussion of interest in relation to teaching and it is believed that it will afford American teachers new points of view. Much of vagueness has characterized the discussion of the subject. The aim of the author has been to show how a doctrine of interest might be established which should be free from contradictions and be consistent with ruling fundamental views of psychology. Cloth, 7½ x 5 inches. 150 pages. Price, \$1.; to teachers, 80c.; postage, 7c.

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